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ABSTRACT

The quality of individuals teaching in North Carolina's public schools determines the success of students and schools. Research indicates that many new teachers leave the profession in their first years of teaching because of less than optimal and unsupportive teaching conditions. This report examines several of the problems that new teachers face, including the sink or swim induction; being underprepared and overwhelmed; low pay and the absence of mobility; the lack of tools; and constant time pressures. For each problem, the reporrt offers potential solutions. The report concludes that little has changed for teachers, and student performance improvement has been slow. Without a major effort to change the nature of the teaching profession, new initiatives will be absorbed into the same system which has provided little measurable impact. A road test for recommendations is included. The four appendixes offer a model induction program for North Carolina schools; a discussion of how alignment can occur in North Carolina to support a comprehensive model of induction; best practices in induction; and key concepts and best practices in professional development. (SM)

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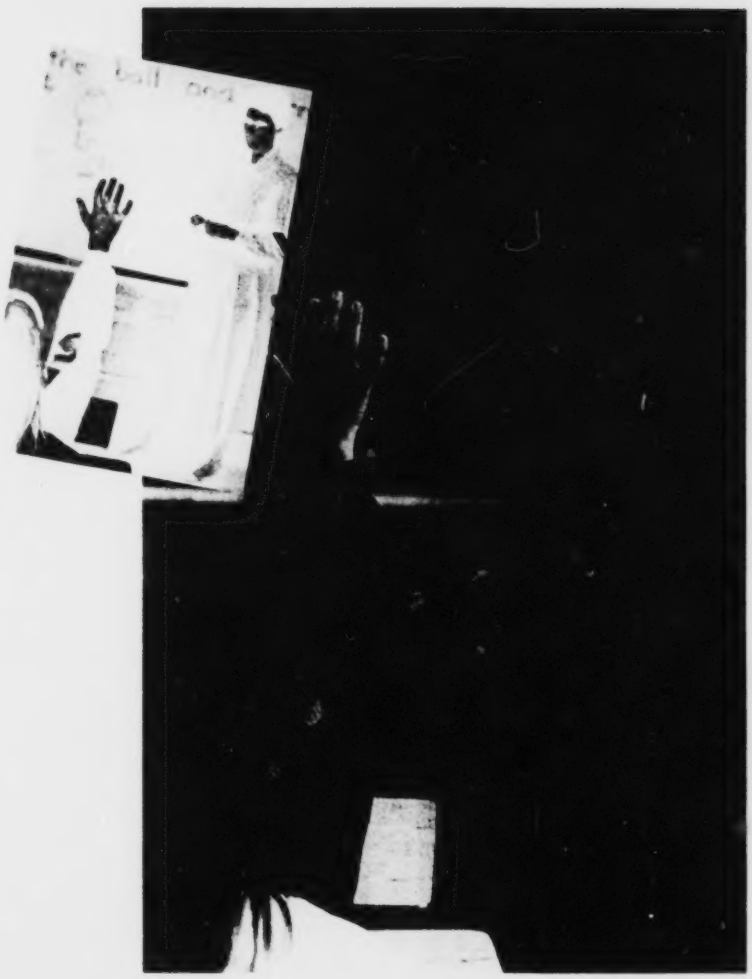
A blueprint offered by a coalition of educational stakeholders for making the teaching profession all that it should be and all that it must be for the students and schools of North Carolina.

The work of this project was made possible by a grant from the BellSouth Foundation. The Forum expresses its appreciation on behalf of all study participants for BellSouth's commitment to NC teachers and public education.



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... and What We Can Do About It

In 1995, the NC Professional Practices Commission and the NC Teaching Fellows Commission released studies highlighting growing problems with teacher induction and attrition in the public schools.

In response to these studies and the issues raised, the Public School Forum invited representatives of the Governor's Office, the NC Business Committee for Education, the NC Standards Board for Public School Administration, the NC Department of Public Instruction, and the Collaborative Effort to Support New Professionals to participate in a project focused on improving the induction and retention of teachers.

Supported by a grant from the BellSouth Foundation, Project Induct came to involve some 45 stakeholders in public education who focused on the issues of inducting new teachers, reengineering professional growth, and enhancing the profession of teaching.

In addition to the project's advisory committee, over 150 North Carolina teachers and administrators provided insight to the project. Specifically, the project members spoke with teachers at two sessions at the North Carolina Center for Advancement of Teaching; members of the Governor's Teacher Advisory Committee; North Carolina's regional Teachers Of The Year; Principal Fellows Program participants; support coaches from 12 school systems in the Collaborative Effort to Support New Professionals; school superintendents; teachers and administrators in NC State's Model Clinical Teaching Network; beginning teachers at the NC Association of Educators Young Teachers Conference; and NC Teaching Fellows program directors and commission members.

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EXECUTIVE SUMMARY

Today, in North Carolina, we are facing a phenomenal and sustained period of projected student enrollment growth and a potential teacher shortage for our public schools. A flurry of recent studies has once again focused attention on problems related to teacher supply and demand. At the same time our student enrollment is projected to increase by over 100,000 students within five years, we have alarming numbers of beginning teachers leaving teaching.

We are not in uncharted waters.

For years the recommendations of study after study have urged us to better support beginning teachers and to address other problems which continue to plague teaching and cause so many teachers to abandon the profession. For years, the state has been urged, among other things, to adopt a longer school year, dedicate more time to teacher learning and training, and create mobility within the profession.

While ways to improve schools exist, then, the will to achieve them does not.

The question facing us is whether the response to today's short-term problem can translate into long-range changes that could make teaching the kind of profession that can attract and keep far higher percentages of high-quality teachers.

Moreover, for a profession hampered by poor treatment of new teachers, high attrition rates, an antiquated public perception of teacher roles, and the denial of basic tools and time needed to meet new and higher standards, it is beyond optimism to believe that the current approach to the teaching profession will enable schools to meet new standards of academic rigor.

If the past is prologue to the future, there will be a tendency to concentrate on stop-gap measures like one-time salary increases or a slight relaxation of certification requirements to relieve supply and demand pressures. If that happens, we will once again have missed the critical opportunity to make fundamental changes in the way in which the work of teachers is organized. And, once again, nothing will change in the life of a teacher.

The recommendations which follow are not revolutionary. In fact, some of them will seem so fundamental that they should go without saying. What might seem fundamental in other areas of work, however, is fundamentally unheard of in the lives of the great majority of North Carolina's teachers.

The underlying premise of the study is a deep conviction that the quality of men and women teaching in the public schools of North Carolina determines the success of our students and our schools. This report is a wake-up call for policymakers and practitioners to work in tandem to create a teaching profession that addresses the reasons we know teachers leave and serves to attract and retain the talented teachers we must have in public education. It is dedicated to the teachers across this state who are working to create a system of schools that is second to none.

ISSUE ONE

Sink or Swim New Teacher Assignments

- The General Assembly should fund a locally-operated two-year program of induction for all beginning teachers in North Carolina which includes reasonable assignments, time to learn, and an improved mentor support system.
- The state should fund a mentor education and compensation program – focused on assistance not evaluation – for all teachers selected to assist beginning teachers.

- The State Board of Education should require an orientation and seminar program for all new principals and assistant principals focused on providing support for beginning teachers.
- Local school boards should adopt policies and programs that support induction and hold principals accountable for supporting beginning teachers.

ISSUE TWO

Teachers are Underprepared and the Job is Overwhelming

- Restructure teacher evaluation systems to make them performance-based and aligned with teacher and student standards.
- The State Board of Education and the UNC Board of Governors should align existing state and federal resources for professional development with the state's goals for student achievement and professional growth.
- The State Board of Education and the UNC Board of Governors should coordinate the delivery of professional development by state-funded organizations and institutions so as to reduce duplication and maximize limited resources.

ISSUE THREE

Teachers Hit a Wall Between their 4th and 7th Years

- The State Board of Education should charge the newly created NC Professional Teaching Standards Board with developing a multi-step licensure and certification process which would include a new state-level certification for all teachers. Such a process could look as follows:
  Step 1: Initial Licensure/Intern Teacher
  Step 2: Continuing Licensure/Resident Teacher
  Step 3: State Certification/Master Teacher
  Step 4: National Board Certification/Expert Teacher
- Reward teachers for improved student performance and highly-accomplished teaching.

"For those for whom teaching is only one of many possible callings, the choice to leave is not merely tempting, it's obvious."

beginning teacher in NC

ISSUE FOUR

Teachers Lack the Tools Professionals Take for Granted

- State and local officials should ensure that all new plans for schools to be built or renovated with funds from the recently approved $1.8 billion school facilities bond include provisions for teacher work space and an infrastructure which can support phones and computers for teachers.
- State and local officials should assume responsibility for equipping teachers with adequate classroom supplies and equipment, including ready access to phones, computers, and work space.

ISSUE FIVE

Teaching is a Constant Battle Against the Clock

- Offer state and federal school improvement planning grants to local schools for experimenting with school design and reorganization.
- The General Assembly should assist local systems by providing a 5% salary increase for 10% of a system's teachers to be used flexibly to meet local needs.
- Resolve the conflict between teacher work days and annual vacation leave by allowing teachers to take up to five annual leave days on instructional days so as to reclaim five teacher work days.
- Create time for teachers within the school day by lengthening the school year from 180 to 190 days over four years and redesigning the daily school schedule to increase time dedicated to teacher learning and planning.

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A PROFESSION IN JEOPARDY
INTRODUCTION

A recent flurry of studies and reports about new teachers and the rate at which they leave teaching has cast a spotlight on teacher attrition.

For better or worse, the factors that cause many young teachers to leave the teaching profession in their first years of teaching are well-documented. Those who leave teaching tend to fall into one or more of the following areas:

- They find themselves in a "sink or swim" work environment in which they are assigned the most challenging classes, the most varied teaching preparations, and burdensome extra-curricular assignments with virtually no support from school administrators or from other teachers.
- They feel overwhelmed by the job because of inadequate preparation, or, in some cases, lack of administrative support. That is especially true of a number of teachers working with many students who have special needs and for those working in schools in which the threat of violence is a daily fact of life.
- They "hit a wall" after four or five years when they realize that the job of teaching offers little in the way of advancement and that the job description itself will remain essentially the same year after year. That is especially true in North Carolina where a young teacher can only expect to move from $21,030 to $23,200 by his/her fifth year in teaching.
- They work without the tools other college graduates take for granted. The work tools that virtually any other working person in a professional, technical or support job takes for granted are luxuries for many teachers. Teachers perform jobs without the benefit of discrete work space, file cabinets, shelving, a phone, computer and clerical support. For teachers, the absence of professional work tools is a constant annoyance and a daily reminder of how the work teachers perform is viewed.
- Finally, they face a constant battle with the clock. Time, or the lack of it, places teachers in a daily struggle to stay one step ahead. In an average teacher day, lesson plans, individual attention for children, parent conferences, and grading papers must compete with a never-ending series of after-school committee meetings, non-instructional duties, extracurricular activities and, in some systems, driving a bus after school.

While studies documenting the exodus of teachers almost always spark a flurry of editorials bemoaning the sorry state of affairs, little changes in the life of a teacher. As the saying goes, "After all is said and done; much more is said than done."

Typically, it takes the threat of teacher shortages to focus the public and policymakers on teacher attrition. Indeed, the problem of attrition is the seventeen-year locust of education – it reoccurs with grim regularity every time student enrollment swells, as it is doing today. North Carolina studies of teacher attrition in the late seventies and early eighties, for instance, led to the establishment of scholarship programs to attract more young people into teaching and to an Office of Teacher Recruiting within the State Department of Public Instruction. In 1983-84, the state even raised teacher salaries nearly 14.8% across-the-board in an effort to bring North Carolina teacher salaries closer to the elusive national average.

Yet, a decade later, North Carolina has slipped to 42nd in beginning teacher salaries and the Office of Teacher Recruiting has long since closed its doors.

Worse, the root problems which cause teachers to leave remain largely unaddressed. New multi-million dollar school buildings are still built without teacher work areas or

EXPECTED ENROLLMENT GROWTH

State	1996 Enrollment	2006 Enrollment	Total Students
California	5,815	6,878	1,063
Texas	3,791	4,090	298
Washington	996	1,129	133
Georgia	1,324	1,436	113
Virginia	1,122	1,232	110
North Carolina	**1,207**	**1,316**	**110**
New Jersey	1,229	1,337	109
Florida	2,235	2,333	98
Maryland	838	931	92
Alabama	753	844	91

numbers in thousands

Above are the ten states with the largest projected enrollment increases in the U.S. over the next 10 years for public elementary and secondary schools. NC's expected 110,000 additional students would be a nearly 10% jump in enrollment. NC's high school population alone is expected to grow by 82,000 in the next 10 years. source: D.O.E., 1996

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offices; the clerical ratio of support for teachers is often worse than one to fifteen. It is not uncommon for a school building to have as few as five telephones (with one or more not accessible to teachers) to meet the needs of twenty-five or more educators. There is little time within the school day for teachers to plan or work one-on-one with children.

In short, teaching remains one of the few jobs which has not been transformed in an era in which corporate and governmental restructuring and new technologies have radically altered the nature of work.

A large part of this problem is a "systems" problem – a problem which could be corrected if the people in charge of schools and the institutions that train teachers set out to solve it and are provided the resources to do so.

- There is no sound reason, for instance, why beginning high school teachers are assigned the most difficult classes, given the least motivated students and asked to carry the heaviest after-school load of extra-curricular assignments.
- There is even less reason why priority has not been placed on equipping teachers with computers and phones in an era when parents are demanding that young people be trained to use new technologies.
- Perhaps more unfathomable is why more college and university schools of education are not giving teaching candidates more and better hands-on experience in dealing with the kinds of real-life problems new teachers are sure to meet.

The reason why this system failure is allowed to continue unchecked may lead us to a much deeper problem – a widespread perception of teaching that separates it from virtually every other profession.

Unlike other cultures which historically have revered teachers, America's archetypal images of teachers say much about today's problems. In the earliest years of our democracy, it was not uncommon for teachers to be itinerants, frequently paid with food and board. Later, the one-room school teacher was also wood-stoker and janitor. By the fifties and sixties, "Our Miss Brooks" and "Mr. Peepers" portrayed teachers as warm and lovable, albeit eccentric and bumbling. Today's picture of teachers more often than not portrays them as fighting an educational battle in dysfunctional urban settings.

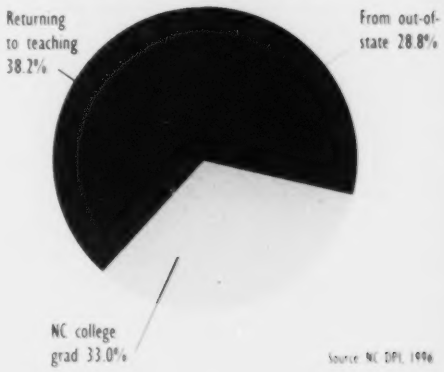
Teaching, sacrifice and low career expectations are inexorably linked together in the public mind. "You don't go into teaching to get rich" or, "Those who can, do; those who can't teach," are oft-cited adages that say legions about public perceptions of teaching. These beliefs linger as schools are under extreme pressure to reach much higher standards.

Not only does teaching suffer from a poor image, but there continues to be a perception of the nature of teacher work which undermines efforts to find real time for teacher needs. Productivity within K-12 schools, for instance, is measured in terms of time on the job or "contact time" with classes of children. Other time, time for planning or professional growth, is typically called "free time," an expression which says much about our view of teaching.

In fact, if one extends an assembly-line analogy to teaching, the parallels are striking. For teachers as for assembly-line workers, the essential nature of the job remains static. There is a presumption that once one has mastered the job, no additional training or development is needed. Avenues for advancement and recognition are limited. To move ahead, one must leave the "line" or the classroom.

Ironically, the public and policymakers have a very different view of college teaching. Even a cursory contrast between teachers in K-12 schools and community colleges or universities finds striking differences. Teaching loads ("contact time") in higher education are typically light – fifteen hours per week would be considered a heavy load for

WHERE NC GETS NEW TEACHERS



"I left the public schools after two years. I am now teaching at a private school. Here, I am treated as a professional and work in an atmosphere free of violence and abuse. I am doing what I worked so hard for in college: teaching children to be life-long learners."

teacher from southeastern NC

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full professors at a research university. There is an expectation that college faculty will conduct research and write articles, that they will contribute to their institution, that they will stay current in their fields. The time for them to do that, however, is not considered "free time" – it is considered part of their job.

It is also worth noting that colleges and universities have different ranks of professors – assistants, associates and full. Becoming a "full professor" means something – it conveys status, the regard of colleagues and higher pay. The challenge for policymakers is how can teaching at the K-12 level take on more of the trappings not just of college and university work, but of professional work in general?

"I now work in a small business. I feel like a professional because I am treated as one. My work is valued, I receive constant encouragement, all the training I need, and a salary to match." – a former teacher

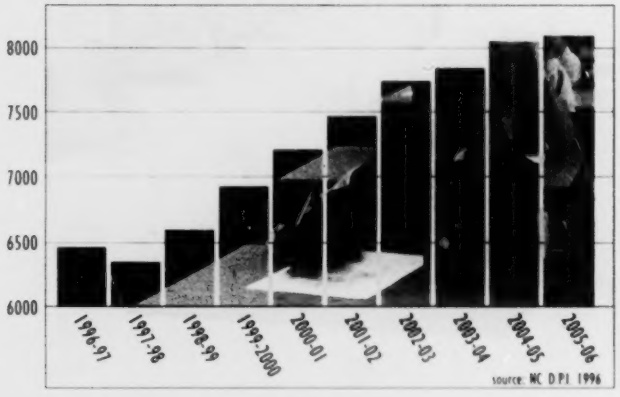
As the members of this study group assembled to work on this report, it was disheartening to realize how many had served on similar studies before. The problem is not new; the issues are well documented and there is much consensus around steps which could be taken to reduce teacher attrition.

A fear that the members of this study group have is that policymakers will respond by launching stop-gap and "catch-up" measures only to leave the nature of teaching unchanged or, worse, lower the standards for who is eligible to teach. History has proven that stop-gap measures – one-time salary increases, advertising campaigns to attract more people into teaching and the like – have not worked in the past; and there is little reason to think that they will work in the future.

To make teaching the kind of profession that can attract and keep highly capable people, the kind of people our children deserve, will require that we address the deeper problems which plague teaching in North Carolina and the nation.

With few exceptions, the ideas which follow are not new. Rather, they are a compilation of the best thinking of people who have looked at this problem for years. They are a compilation of the best practices of pioneering schools, colleges and states that are attempting to address the deeply-rooted perceptions that prevent us from viewing teaching as truly professional work and drive so many capable people from the profession. They are, we believe, the kinds of ideas that should become commonplace in schools across North Carolina.

TOTAL ESTIMATED ADDITIONAL TEACHERS NEEDED



Through 2006, the state will need to hire an average of 7,260 new teachers per year for a total of 72,599 new hires – more than currently make up the entire NC teaching force. As staggering as those numbers are, they still don't tell the whole story. Though DPI's calculations assume a turnover rate of 6% per year, in the past year, the turnover rate reached 10%.

SINK OR SWIM INDUCTION

THE PROBLEM

If schools were a species in the animal kingdom they would have been extinct long ago. Why? Schools eat their young.

For a job as complex and critical as teaching, one would expect new teachers to begin their careers with a manageable load of classes and extracurricular activities, ample opportunity to observe master teachers and develop their skills, and an abundance of support from fellow teachers and administrators as they learn to teach students well. That, however, is not the case.

Unreasonable Assignments

Education is one of the only fields that assigns the same duties and expects the same results of both their new and veteran employees. Although new teachers enter schools with little or no teaching experience, it is not uncommon for them to be handed the most difficult assignments.

"As a first-year teacher I feel like I am going through a hazing process." teacher from the Piedmont area

Other professions employ apprenticeships and extensive training to develop the skills and capacity of new employees. Schools continue to hire teacher education graduates and individuals without licenses to teach just weeks before the opening of school, assign them classrooms, ask them to develop a year's curriculum without significant support, and perform at high levels. In fact, it is the beginning teacher who most often has the most challenging students, a larger number of preparations, and a greater share of extracurricular duties.

The expectations placed on new teachers would be akin to asking an electrical engineering graduate to rewire the Pentagon or to assigning a first-year lawyer to argue a case before the Supreme Court.

Poor Mentoring

Not only are beginning teachers given unreasonable assignments and little time for planning, reflection, and learning new skills, but their first year of teaching brings little or no assistance and support.

Although mentoring is in place for all new teachers, the state's mentoring program is rife with problems. Veterans mentor beginning teachers while carrying full teaching loads and, with rare exception, without compensation. While needed to act as support, most mentors in North Carolina must both assist and evaluate their new teachers – a dual responsibility that creates a "coach and cop" conflict. In addition, many beginning teachers report having assigned mentors from different fields, first meeting mentors after four to five months of teaching, being one of many beginning teachers that a mentor is working with, and working with mentors who offer little support beyond three required observations.

A Lack of Administrative Support

School-building principals play a large role in the lives of beginning teachers. In the words of one new teacher, "so much depends on the principal and how he or she views the school." Find a school with a "good" principal and more likely than not you will find new teachers who feel supported, free to seek advice, and unburdened by a mountain of preparations and extracurricular activities. Venture into a building with poor leadership and what characterizes that cohort of new teachers are feelings of isolation, high levels of frustration, and stress due to unreasonable expectations and assignments. Unfortunately, the latter scenario is likely to drive new teachers from the profession.

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"The only position offered to me was in a special education class for which I had no training. I was given little support from the school — I basically had to sink or swim. It wasn't until May that arrangements were made for me to observe another school's exceptional children's classes." a first year teacher from NC

But the frustrations with inadequate administrative support are not confined to curricular and learning concerns. As important to new teachers is the degree to which they feel "backed up" and supported by the administration in cases of student discipline and violence. Increasingly, beginning teachers report frustration with administrators who send disruptive students back into classrooms without regard for the learning environment or the teachers' needs or safety. In some cases, teachers' lives have been threatened and that same day students have been returned to the same classroom with little disciplinary action.

Two recent studies in North Carolina support the importance of the school-building principal in the life of teachers. Keeping Talented Teachers and a teacher turnover survey by NC DPI arrive at the same conclusion: poor administrative support is a major reason for teachers leaving the profession.

Only half of the NC Teaching Fellows surveyed felt their principals were supportive; the quality of that support was one of the top two determinants for career plans. In the DPI study, 63% indicated that the lack of administrative support had greatly influenced their decision to leave the classroom.

Coupled with a low starting salary, this Darwinian, survival-of-the-fittest approach to teacher induction offers little in the way of support and rewards during the initial years of teaching. For beginning teachers not lucky enough to have a supportive principal or to find a veteran teacher willing to provide needed help, the first year teaching may not only be long, it may be the last they spend in public education. In North Carolina today, 16-20% of new teachers on average leave after the first year and 40-50% of all teachers abandon the classroom by the end of the fifth year.

SOLUTIONS

Schools across the globe invest in their beginning teachers. In Japan, new teachers have lighter teaching loads, receive training and guidance from master teachers two days per week, and spend one day per week in outside professional training activities. In Australia, new teachers' work loads are 80% of a full load, their appraisal is linked to continuing professional development, and mentor teachers have at least eight years of teaching experience.

You don't have to leave North Carolina's borders to find programs designed to better meet the needs of beginning teachers. The state's Model New Teacher Orientation Program provides funds for roughly 30 systems which design comprehensive preschool year orientations and assure reasonable assignments. Gaston County offers all new teachers an orientation to the school system and community and a year-long series of induction seminars for beginning teachers. In the state's poorest region, 12 northeastern counties have pooled resources to offer a comprehensive support system for new teachers. Through a program called the Collaborative Effort to Support New Professionals, these school systems educate their mentors in a clinical coaching model, offer orientation programs and "teacher talk" groups, which double as peer support and professional growth experiences, and connect beginning teachers in semiannual conferences focused on practice, reflection, and regional networking.

However, these promising programs are not reaching beginning teachers across the state. If North Carolina is to attract and retain good teachers for our classrooms – teachers who can help students reach high standards – then we must provide a comprehensive program of induction for all beginning teachers in North Carolina public schools.

In our drive to grant local schools a greater degree of control and flexibility, we should not turn our backs to the fact that the majority of schools in this state are not providing satisfactory support for new teachers. If the state intends to raise school standards, so must it accept responsibility to attract and retain good teachers – not relying solely on individual schools and school systems.

We know the kind of support that beginning teachers need. There are standards for what beginning teachers need to know, be able to do, and be like as outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC). What we need to muster is the will to provide teachers with the support and opportunities they need.

At the same time, any drive to change the nature of teacher induction in our schools which does not address the role of the principal is doomed to disappointment. Principals enter their jobs with as little training for the challenges of administrative management as most teachers do for the challenges of classroom teaching. As the CEOs of their school buildings, principals are charged with financial responsibilities, developing vision and direction for the school, involving and communicating with parents and the surrounding community, observing and assessing teaching, and nurturing teachers as continuously improving professionals. By any definition, it is a difficult and demanding job. Today – more than ever before – North Carolina's schools need building-level leadership which understands the needs of new teachers and knows how to support their continual learning.

"I felt as if I were thrown to the wolves and nobody cared if I was really teaching the way I needed to; there was no one to bounce ideas off and help me solve problems." a first-year teacher from NC

RECOMMENDATION 1: The General Assembly should fund a locally-operated two-year program of induction for all beginning teachers in North Carolina which includes reasonable assignments, time to learn, and improved support.

1. Guarantee assignment assurances for all beginning teachers:.
   - a classroom and adequate supplies
   - an assignment in their area of licensure
   - no more preparations than staff average at the middle and high school levels
   - no combination or multi-age classrooms (unless teamed) at the elementary level
   - no more exceptional students or general/remedial classes than staff average
   - no more than one extracurricular activity per semester
   - a trained mentor (in the same field and building when possible)
2. Provide five paid days of orientation to the system, school and community for all new teachers.
3. Provide ongoing induction seminars and small group meetings for beginning teachers for personal and professional support.
4. Provide an additional daily planning period for beginning teachers.
5. Provide monthly professional growth days for all beginning teachers.

RECOMMENDATION 2: The state should fund a mentor education and compensation program for all teachers selected to assist beginning teachers.

The NC Teacher Academy could offer a mentor education program as a part of their summer institutes to train teachers to conduct local mentor training programs for all mentors. In addition, mentors need to be compensated for their important work.

RECOMMENDATION 3: The State Board of Education should require an orientation and seminar program for all new principals and assistant principals focused on providing support for beginning teachers.

The Principals' Executive Program and the Principal Fellows Program could design and conduct a program focused on current research and best practices on teacher induction and professional growth.

RECOMMENDATION 4: Local school boards should adopt policies and programs that support induction and hold principals accountable for supporting beginning teachers.

Principals should be held accountable for the reasonable assignment and support of new teachers under a statewide program of induction. Administrative evaluation procedures should place a heavy emphasis on retention rates and professional development plans.

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UNDERPREPARED AND
OVERWHELMED BY THE JOB

THE PROBLEM

Smart investments in the support and ongoing training of beginning teachers in public schools will go a long way toward retaining teachers, elevating teaching and improving schools. Yet, that alone will not be nearly enough.

If we are to have the kind of schools we want, the way we conceive of the "professional development" of teachers must undergo a radical transformation. Instead of a patchwork of services designed to build knowledge here or develop a skill there, professional development must be ongoing and tied to the needs of students and teachers. That starts with teacher preparation.

Poor Preparation for the Classroom

Teachers continue to come out of schools and colleges underprepared for their roles as classroom teachers. Although it is certainly true that you can't learn all there is to know about schools and teaching in a teacher preparation program, such programs are still not giving students an adequate foundation for their roles in the profession. The National Commission on Teaching and America's Future in its report, "What Matters Most," identifies five major problem areas in teacher preparation: inadequate time for learning and practice; fragmentation of coursework and teaching; uninspired teaching methods; superficial curriculum; and traditional views of schooling. Teacher candidates still spend too little time in the classroom and too much time in lecture halls. They still enter schools unprepared for the diversity of students, incorporating technology into their coursework, working with parents, and fulfilling their roles in school-based decisionmaking.

What results from inadequate teacher preparation is not just poor performance or underserved students. Inadequate preparation causes a deep and abiding frustration which leads to attrition. A recent study of the NC Teaching Fellows Program found that "realistic" preparation for the classroom was the chief factor in accounting for respondents' commitment to teaching and plans to remain in the field. In short, those who felt prepared and equipped for the complex and demanding nature of the job were more likely to plan to stay; those who felt ill-prepared for the job were more likely to plan to leave.

Improving Teacher Preparation is Necessary, But Not Sufficient

But "fixing" our state's teacher preparation programs is only part of the job. Improved teacher preparation would affect just over half the population of new teachers in North Carolina. Only 56% of new teachers in public schools are licensed by North Carolina institutions of higher education, and that percentage is on the decline. Nearly half of new teachers are either licensed by out of state institutions or enter positions which do not require a license.

Furthermore, 10% of new teachers in the state enter schools through lateral entry/emergency certificates. In some of the state's lowest-performing school systems the number of teachers on emergency certificates runs as high as 38% of all new teachers.

Outdated Models of Professional Growth

The rapid pace of change, the explosion of information, the potential of technology, and the increasing globalization of the workplace have placed the need to learn and relearn at the very heart of most professions. While other professions – from banking

to sales to farming – have experienced transformations in the nature of their work, the teaching profession has been largely impervious to the workplace revolution.

Unfortunately, for those who enter our schools underprepared for the work and overwhelmed by the challenges, a cohesive, coordinated system of ongoing professional growth does not exist.

In recent years, North Carolina has begun to pay greater attention and make more investments in providing professional growth for teachers. In the 1996 session of the General Assembly, legislators appropriated $3 million to be distributed to school systems for the express purpose of expanding in-service training for teachers. The NC Teacher Academy is offering opportunities for individual teachers to access professional development that supports state goals for student achievement.

However, more often the effectiveness of these dollars is diminished by training practices which frequently are outdated and disconnected from actual practice. Professional growth activities for teachers more often than not resemble an event rather than a process. Episodic in nature, professional development for teachers often occurs after school, on Saturdays or in the summertime. What professional growth is not in most of today's schools is an ongoing process which, in addition to acquiring specific new skills in things like technology, places an emphasis on learning and development through daily exercises in joint planning, study groups, peer coaching, and experimentation. Furthermore, professional growth experiences are disconnected from standards for students and teachers and the state's student achievement goals.

Too many professional development practices are not mindful of the intellectual needs of teachers and the kinds of growth experiences that keep teachers "fresh" and encourage creativity and innovations. Experiences like those offered by the North Carolina Center for the Advancement of Teaching (NCCAT) and the National Humanities Center give teachers the chance to broaden their horizons, engage their interests and develop a network of colleagues from across the state. Although many a teacher has been rejuvenated and recharged for teaching after a week in an NCCAT program, not enough of the state's teachers have such experiences.

What results from our current model of professional growth are teachers who grow increasingly frustrated and cynical about the nature of "professional development" and by expenditure of time and money that does not meet their needs.

"While professional conferences were mentioned at faculty meetings, teachers were not encouraged to attend. Funding always seemed to be a problem which is why only four faculty members out of 50 were drawn from a hat to attend a middle schools conference." former teacher

SOLUTIONS

Although the picture of teacher preparation and professional growth in North Carolina is problematic, the blueprint for successful overhaul is clear. The learning needs of teachers and the approaches which support those needs are well defined and successful programs are well documented.

From the Holmes Group to the study on the North Carolina Teaching Fellows Program to the recent report by the National Commission on Teaching and America's Future, the outline for teacher preparation reform is well-known. In fact, North Carolina has begun the process of making positive changes which are beginning to have an impact on teacher preparation.

The Dean's Council on Teacher Education, working collaboratively with public school educators, has developed a plan to establish University-School Teacher Education Partnerships across North Carolina in the next four years. The UNC Board of Governors has approved a budget request of nearly $2 million to support this needed shift in the way teachers are prepared, which when fully implemented will create a number of "professional development schools" that function for teacher preparation somewhat like teaching hospitals do for medical schools. The Z. Smith Reynolds Foundation has funded the planning phase of the University-School Teacher Education Partnerships. This much needed change should be fully supported by the Governor and the North Carolina General Assembly.

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"In virtually every instance in which researchers have examined the factors accounting for student performance, the teachers prove to have a greater impact than the program."

US Dept. of Education Student Achievement Study

But if the state is to meet the needs of a changing student population and to reach the new standards of academic rigor it must also revamp the current approach to in-school professional development.

RECOMMENDATION 1: Restructure teacher evaluation systems to make them performance-based and aligned with teacher and student improvement.

Evaluation needs to become a tool which supports accountability efforts and teacher learning as it affects student achievement. Pilot programs in North Carolina today are showing promising results in using performance-based evaluation systems to evaluate both new and veteran teachers. Teachers have responded positively to the opportunity to undergo evaluation which causes reflection on practice and involves peers in the assessment. While such a shift in how we evaluate our teaching professionals would require greater investment, it could greatly boost teacher productivity.

RECOMMENDATION 2: The State Board of Education and the UNC Board of Governors should align existing state and federal resources for professional development with the state's goals for student achievement and teacher professional growth.

In 1995-96, $7 million was appropriated to North Carolina school systems for "staff development" and another $14.5 million was appropriated to programs under the UNC General Administration – programs like the North Carolina Teacher Academy, the Math and Science Education Network, the North Carolina School of Science and Mathematics, and the Educational Consortia. While all these groups offer professional development opportunities for educators, the offerings are not formally aligned with the state's goals for student achievement or teacher standards. Greater effort needs to be made to ensure that state and federal professional development dollars are focused on meeting student and teacher standards.

RECOMMENDATION 3: The State Board of Education and the UNC Board of Governors should coordinate the delivery of professional development by state-funded organizations and institutions so as to reduce duplication and maximize limited resources.

In addition to a lack of alignment, the programs mentioned above also lack coordination. As a result, services overlap. The state would get more mileage out of a system which coordinated delivery from all these providers and maximized limited professional development resources.

PROFESSIONAL DEVELOPMENT

- NC institutions of Higher Education
- NC Center for the Advancement of Teaching
- NC Teacher Academy
- Principals' Executive Program
- Mathematics and Science Education Network
- Center for the Prevention of School Violence
- Educational Consortia
- Model Clinical Teaching Network
- NC School of Science and Mathematics
- UNC Center for Public Television

Currently, there is no coordination of professional development supported by state and federal dollars. For that matter, offerings aren't formally aligned with the state goals under the ABCs Plan, continuing licensure needs for teachers, or National Board criteria for what master teachers should know and be able to do.

LOW PAY AND NO MOBILITY

THE PROBLEM

In marathons, most runners say it comes between the 18th and 20th miles. At roughly that point the body is said to "hit the wall," and it begins to give out, convincing the mind that enough is enough. Runners who get through the pain finish the race. For many, however, "hitting the wall" is the end.

In teaching, the wall comes between the fourth and seventh year in the profession. Research reveals that teachers who make it past seven years are likely to remain in teaching for a lengthy career. But many do not make it past that point. In North Carolina, more than one out of every three teachers leave by the end of their fifth year in the profession.

Unlike marathon runners, though, fatigue is not the only factor that brings on the proverbial wall in the teaching profession. Yes, teaching is a tiring business with high demands and a relentless schedule. But the lack of rewards, recognition and advancement for teachers also serve to push them out the schoolhouse door.

As teachers enter their fourth and fifth years in the profession, the bulk of them are 26 to 30 years of age, and facing things like marriage, children and home-buying at a time when peers in the private sector are securing promotions, raises and increased benefits. Is it any wonder that many teachers leave the profession?

No matter how well they teach or how much value they add to their schools, there are neither promotions nor pay raises which correspond to accomplished teaching or increasing knowledge and skills. 66% of teachers who had left teaching in North Carolina indicated that salary had some or much influence on their decision to leave teaching, according to a recent survey by the NC Department of Public Instruction. A look at the first decade of pay on the current salary schedules helps one understand why – the compensation system for the demanding job of teaching is both inadequate and without significant incentive:

1st year	$21,030
5th year	$23,200
5th year with masters	$24,660
10th year	$25,620
10th year with master's	$27,210

Looking down the tunnel for the bright lights of recognition and reward, teachers glimpse only the darkness of a lock-step salary schedule and a profession in which the only way up is out of the classroom and into administration.

Low Salaries and No Incentives

Perhaps nothing is more symbolic of the static nature of the profession than the salary schedule employed in North Carolina – and much of the nation. A new entrant into teaching must quickly come to terms with professional compensation which starts low and doesn't ever get very high. It is a bitter pill that fewer are deciding to swallow.

Teachers' base salaries are meager and they can be assured of only a 2% salary increase each year – and even that is not guaranteed. A new teacher begins at a base salary of $21,030. Five years down the road he/she can expect to make only $23,670. If the teacher continues in the profession, staying the full 30 years needed for retirement, he or she can expect to make only $38,050.

"I was the Teacher Of The Year at my school. You know what I received? Recognition at a school board meeting? No. An announcement at a school faculty meeting? No. I found a plaque in a folder stuffed into my mailbox at school." a fifth-year teacher from NC

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Nowhere to Go

The salary issue is compounded by the complete lack of mobility in the profession. For teachers, the opportunity to advance is extremely limited. Schools largely assign the same responsibilities and expect similar results for all teachers despite differences in experience and capacity.

In other professions, new employees perform in "intern," "associate," or apprenticeship roles prior to moving up through the ranks of responsibility. As they move up, advancement is coupled with greater professional responsibilities and increased salary and benefits. Perhaps the comparison that best illustrates the difference in approaches is with teachers at institutions of higher education. On college and university campuses, professors move along a continuum of learning and status which is supported by salary inducements. College teachers move from positions of instructors to assistant professors to associate professors to full professors as they meet higher standards of scrutiny for teaching and scholarship as assessed by their peers. Those who merit the highest rank within their field also receive the highest salaries.

Until recently, the only distinction among public school teachers in North Carolina was between those who had attained "career status" (frequently referred to as "teacher tenure") and those who had not. Once you attained career status, following a recommendation after the third year in a school system, there was nowhere left to go within the profession.

In the words of a beginning teacher from this state: "For those who can find fulfillment in other careers, for whom teaching is only one of many possible callings, the choice to leave is not merely tempting. It is obvious."

SOLUTIONS

Until recently, the only way teachers could augment their salaries was to move to a wealthier system with a higher salary supplement or return to school to earn a graduate degree. Similarly, the only promotions available were by moving from probationary to career status (at the end of three years) or by leaving the classroom to go into administration. However, the recently established National Board for Professional Teaching Standards now offers teachers the possibility of recognition and reward for accomplished teaching.

Two years ago, North Carolina became the first state in the nation to provide a salary incentive for teachers who successfully achieve certification from the National Board for Professional Teaching Standards. Certified teachers receive a 4% annual salary bonus for the life of their National Board certificates.

If North Carolina seeks to keep good people in the classroom, good people who need new challenges and incentives to remain in schools, it should do for teachers in the state what the National Board is doing for teachers throughout the nation. By instituting a state-level certification for accomplished teaching, the state could create real advancement within the profession – and in the process tear down the wall which hinders good people from continuing in the profession.

RECOMMENDATION 1: The State Board of Education should charge the newly created North Carolina Professional Teaching Standards Board with developing a licensure and certification process which would include a new state-level certification for all teachers and salary increases at each new level.

Today's system of teacher evaluation assesses little more than basic teaching skills and is not designed for encouraging growth in the profession. A multi-step licensure and certification process would provide for a more rigorous assessment of teaching and a

process which would promote reflection and professional growth. Additionally, the process would remove incompetent teachers from schools as it would require teachers to meet performance standards in an allotted time or lose their licenses to teach.

In addition to providing for mobility within the profession, the process would provide financial incentives to improve practice and remain in the profession. Each step in the process would include a healthy increase in salary as reflected in a newly designed salary schedule. Such a process could look as follows:

Step 1: Initial Licensure/Intern Teacher: the beginning level for new teachers who have obtained their license from a school/college/department of education.

Step 2: Continuing Licensure/Resident Teacher: the second rung on the professional ladder. New teachers would have up to three years to achieve continuing licensure and move from the status of intern to resident teacher. If candidates do not meet standards for continuing license within three years, they lose their license to teach in North Carolina.

Step 3: State Certification/Master Teacher: Between the time when a teacher achieves resident teacher status and the end of his/her eighth year in teaching, he/she would be required to successfully undergo a state certification assessment which could be locally administered and would award state certification on the basis of successful practice in the classroom, commitment to professional growth, and contributions to the greater school community. Teachers not awarded state certification by the end of their eighth year would not be eligible to continue teaching.

Having achieved state certification and thus demonstrated accomplished teaching, teachers would be eligible to take on differentiated roles such as mentoring beginning teachers, serving as an instructional lead teacher, or playing the role of technology specialist. These roles would carry with them additional pay.

Step 4: National Board Certification/Expert Teacher: A final step on the professional ladder, this would be voluntary but encouraged for teachers who had been awarded state certification. Teachers could choose to pursue state and national certification concurrently.

RECOMMENDATION 2: Reward improved student performance and highly-accomplished teaching.

The study group supports the current ABCs incentive plan for rewarding improved student performance by schools. In addition, it encourages financial incentives for teachers who meet the standards of highly accomplished teaching as currently possible with the National Board for Professional Teaching Standards and as potentially possible with the four-step licensure and certification process proposed in this document.

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LACKING THE TOOLS MOST PROFESSIONALS TAKE FOR GRANTED

THE PROBLEM

Teaching is perhaps the only profession which requires university-level preparation and offers, in return, an essentially blue-collar job.

Lacking Basic Tools

Not only are teachers denied sufficient recognition and satisfactory rewards for their work – as outlined in the previous chapter – but they also lack the tools of the trade that other professionals take for granted. For a job that aims to prepare young people to participate in a democracy, contribute to their communities, and compete in the workforce, teachers do not have ready access to the tools of productivity and communication present in the vast majority of professional workplaces. Find a school where teachers have computers on their desks, phones with outside lines, discrete work space in the school, a filing cabinet which doesn't double as their car trunk, and you have found the needle in the proverbial haystack.

In the majority of schools in the state, teachers share scarce technology with their peers. In a building with 30 teachers, for example, it isn't uncommon to have five or fewer telephones – one or more which might be inaccessible to teachers. In some schools where phones are in classrooms, they can only be used to call within the building. While state-developed building code standards suggest a set amount of feet per enrolled student in classrooms and even minimum sizes for administrative offices, the codes are silent on teacher work areas.

"The paperwork was phenomenal. I would hate to calculate the teaching time lost to writing reports. Much of what I was doing could have been done by a clerk, and I could have been spending my time thinking about and planning for my students' education."

Short on Classroom Resources

In addition to the absence of basic professional tools, teachers must also struggle with a lack of sufficient classroom materials and supplies. While educational research and best practices around the world point to the need for interactive, hands-on teaching, the materials needed for such lessons and assessments are in short supply for classroom teachers.

One teacher reported that in her first year she found herself "in a trailer with a broken air conditioner and absolutely no materials to teach the way I was taught to teach." Many teachers report digging deep into their own pockets to purchase materials for the classroom or continually collecting money from parents to buy needed equipment. In either case, the money chase wears thin for teacher and parents alike. A recent DPI survey found 91.5% of teachers who left the profession said that "more classroom supplies and equipment" would have been a strong or moderate incentive to remain in teaching.

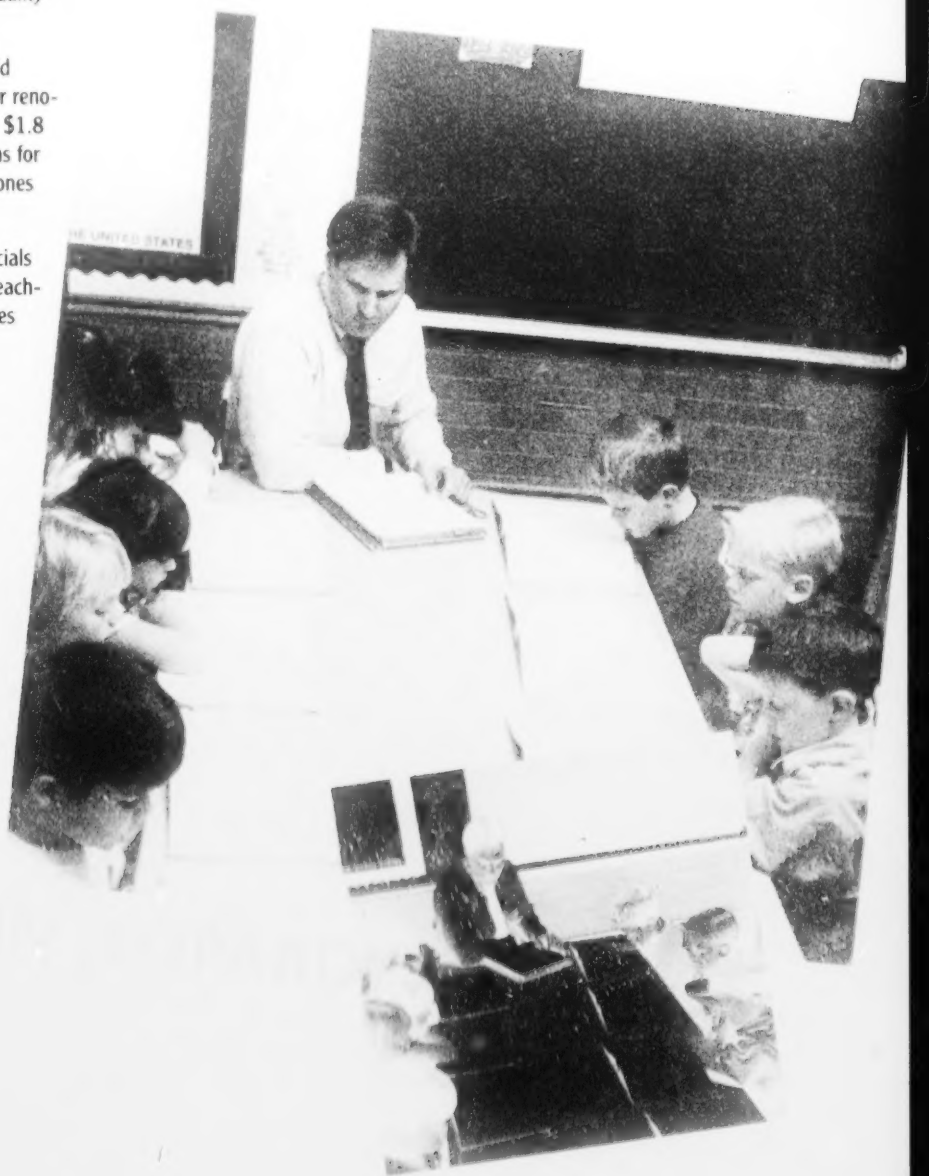
SOLUTIONS

In some systems, providing teachers with access to phones, computers, discrete work space, and the necessary materials is simply a matter of reordering funding priorities with local dollars. In other systems, especially rural systems with small local tax bases, it is a goal which is out of reach.

The differing capacity of school systems underscores the importance for the state to provide a solid resource foundation for schools across the state. Such a foundation requires an intensified commitment by the General Assembly to ensure that all school systems have adequate funding to provide quality educational opportunities.

RECOMMENDATION 1: Local officials should ensure that all plans for schools to be built or renovated with funds from the recently approved $1.8 billion school facilities bond include provisions for work space and infrastructure supporting phones and computers for teachers.

RECOMMENDATION 2: State and local officials should assume responsibility for equipping teachers with ensuring adequate classroom supplies and equipment, including ready access to phones, computers, and work space.



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A CONSTANT BATTLE
WITH THE CLOCK

THE PROBLEM

To be a teacher is to be in a constant battle with time. Despite the fact that the work of teachers is more than teaching classes all day, most schools' daily schedules are structured around classroom instructional time. Schools place little premium on the time needed for teacher development, planning, reflection, research, and assessment.

A Demanding Job

Consider the work involved in the job of a teacher: Elementary teachers work with roughly 25-30 students all day; teachers in middle and high schools teach on average five classes and 140 students every day. At each grade level, significant time must be spent developing a year-long curriculum, daily lesson plans, and assessments which help students develop core skills and learn content, and which respect their widely varying learning styles and needs.

Elementary and secondary teachers must grade assignments, order supplies for the classroom, contact and meet with parents, participate on school-based committees, and grapple with a sizable amount of paperwork. In middle and high schools, teachers also assist with student clubs, sports, and activities – practicing, meeting, and rehearsing. In 4th and 5th grades, teachers have no planning period and teach without teaching assistants. Finally, for all teachers on certain days, hall duty and lunch duty are added into the mix – and in some systems, driving a bus is assigned to a teacher.

To plan lessons and individualized approaches, teachers need time to interact with subject area or grade-level teachers to discuss strategies, content, and individual students. On top of this, teachers need time to reflect on the work of their students and their own teaching – to assess what has been working and what needs greater attention.

To accomplish these tasks, teachers have at most one planning period per day and, if they are fortunate, a short lunch break.

Lack of Time Available

The National Commission on Teaching and America's Future estimates that elementary school teachers have a little under four hours per week for planning and training. In many elementary schools in this state, teachers not only lack planning time, they don't even have a duty-free lunch period. High school teachers, the National Commission estimates, have just 45 minutes per week for joint planning with colleagues.

Examine professions such as law, medicine, banking, and architecture and you find it common for professionals to spend much, if not a large majority, of their time without their clients or patients. Individuals in other professions spend large chunks of time preparing, researching options, finding information, completing paperwork, working in teams, and updating skills so as to best serve their clients.

The work of teachers is no different. What is radically different is the time made available for "off the clock" work – high quality preparation, reflection, and research. There

is simply not enough time in the daily schedule to focus on improving practice, sharing and planning with other teachers, debating how to reach a struggling student, working with parents, and learning new technologies and strategies for the classroom. In fact, most professional development and planning takes place after teachers have already spent four to six hours on their feet teaching in the classroom.

SOLUTIONS

If finding time for teachers were a matter of providing for additional work days in teacher contracts, North Carolina would have long ago solved the problem. This state has moved from nine to nine-and-a-half to ten months of employment for teachers in an effort to provide more time for teachers to plan, reflect, learn new skills, and work with other teachers. And still classroom teachers battle the clock.

The problem, as many teachers would argue, is not with the number of days – it is the time available within each day.

In countries around the world, the average number of days students go to school is over 200; in North Carolina, students attend school for 180 days. However, while teachers in other countries enjoy roughly 27 more instructional days on average, they have less instructional time than do American and North Carolina teachers. What teachers in other countries have is a school day organized to support their needs and effectiveness.

"I had to prepare for four classes daily. In addition, we were strongly encouraged to lead interest classes, such as music composition or chess strategies as well as be involved in student extracurricular programs. When?"

former teacher

For example, the Japanese school day runs from 8am to 4:30 or 5pm. It is common for the day to begin and end with short faculty meetings focused on debriefing the day and looking at tomorrow's challenges by critiquing teaching approaches used during the day. In general, teachers have considerable time during the day for planning and collegial work. Teachers typically spend 15 to 20 hours per week with their students and the remaining 20 to 30 counseling students, visiting parents, and working with colleagues on research and lesson planning.

There are efforts underway in North Carolina to improve the time teachers have for high quality planning, training and assessment. Many high schools have moved to "block" or "4x4" schedules which result in extending planning time for teachers from 45 to 90 minutes daily. Other schools are experimenting with half-days of instruction and half-days of planning on Fridays. In others, team teaching is the norm and coordinated planning supports curricular decisions. Some elementary schools coordinate class schedules so that special resource teachers (in the arts and languages, for example) teach at the same time – freeing up joint planning time for all classroom teachers every day.

These approaches, while positive, still only tinker on the peripheries of granting teachers the time to be effective in the classroom, continue their professional growth, and be involved in the life and decisionmaking process of their schools.

North Carolina needs to embrace an approach which at once retains the amount of time students spend in classrooms and which adds to the time teachers have within each school day for planning, professional growth, working with other teachers, grading assignments, and the myriad other responsibilities and duties they assume.

To accomplish both goals, the state should move to a longer school year which focuses on providing additional time within each day for teacher planning and learning, not more of the same. Teachers will be the first to say that 10 more days like the 180 we already have will not affect schools in the least. But, they will also tell you that if their days were restructured so as to allow for an adequate amount of planning and training in addition to teaching classes, tremendous strides could be made in schools and classrooms across this state. What we need, then, is a transformation of our current school design and daily school schedule.

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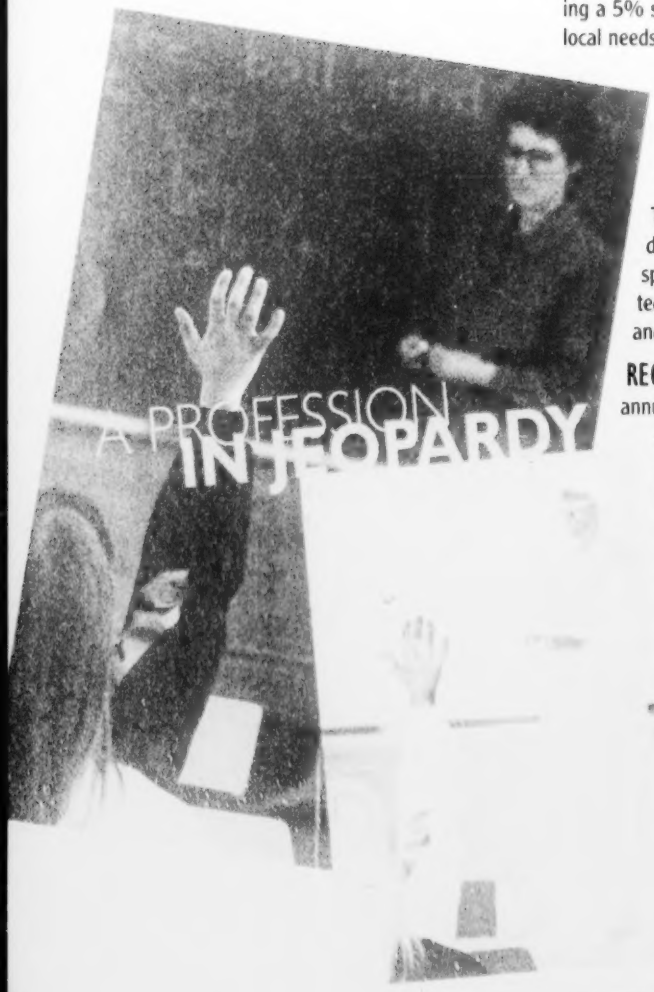
In order to help ensure that adequate time is indeed available for every teacher to do his/her job well and that schools are organized for teacher and student success, the study group offers the following recommendations.

RECOMMENDATION 1: Offer state and federal school improvement planning grants to local schools for experimenting with school design and reorganization.

The state would make a wise investment by encouraging local schools to experiment with models for redesigning the instructional day so as to maximize time for teachers and meet the specific needs of their student and teacher populations. The study group believes that such experimentation couid produce effective models for schools across the state.

RECOMMENDATION 2: The General Assembly should assist local systems by providing a 5% salary increase for 10% of a system's teachers in order to flexibly meet local needs.



Schools need support and flexibility to meet specific needs. Schools often lack the time to offer comprehensive training and planning for innovative measures for school improvement. In addition, teachers who take on specialized roles within schools are often not rewarded for extra efforts.

The state could empower educators and parents within local schools to determine their own needs and provide funding that would make possible specific planning and training and/or reward specialized functions such as technology specialists who work with teachers; mentors; parent involvement and curriculum specialists; or instructional lead teachers.

RECOMMENDATION 3: Resolve the conflict between teacher work days and annual vacation leave for teachers by allowing teachers to take up to five annual leave days on instructional days so as to reclaim five teacher work days.

Ironically, this state was once a leader in lengthening the contracts for teachers. In the 1970s, North Carolina became the first state in the nation to extend teacher contracts for 20 days beyond the student instructional year. However, in 1984, the General Assembly permitted teachers to take annual leave days only on teacher work days, not on instructional days when children are present. That legislation reduced the true number of extra work days available for training and planning from 20 to roughly seven. For teacher work days to be meaningful, action needs to be taken to reclaim them for their original purpose – extended planning and professional growth.

RECOMMENDATION 4: Create time for teachers within the school day by lengthening the school year from 180 to 190 days over four years and redesigning the daily school schedule to increase time dedicated to teacher learning and planning.

A lengthening of the school year must focus first and foremost on the time needs of teachers. Many would argue that students also need additional days in schools in order to learn the skills and knowledge necessary to function in an increasingly information-driven society, to participate in our democracy and to compete in a more global world of highly-skilled work. Members of this study group would agree. But, more of the same will not bring us better results. Schools should focus on changing the nature of each school day for teachers as a means of leveraging better student achievement and improved schools.

CONCLUSION

As the state embarks on an effort to hold students to high standards and make schools accountable for results, it is faced with fundamental questions about the routes it must take to create a world-class school system. The members of this study believe that if this state is to make strides in student achievement and school improvement, it must accept a simple premise: good teaching is central to improved schools.

While some of these recommendations merit only better use of existing resources, others call for major investments. For those who would contend that the state lacks the resources to make such changes, it should be noted that the state has the knack of finding resources when it sets a priority. Since 1984, North Carolina has added over 17,000 teaching positions to the payroll in an effort to support the BEP and to reduce class size. In today's dollars the state is spending $2.2 billion more per year on teachers' salaries and benefits than it did in 1984. It has invested $42 million in a school technology trust fund. It has directed another $31 million in the last two years at programs aimed at discipline problems in schools. All those expenditures have come at a time when government was experiencing spending scrutiny and the competition for resources was fierce.

Meanwhile, little has changed for teachers and student performance improvement has been painfully slow. Without a major effort to change the nature of the teaching profession, new initiatives will simply be absorbed into the same system which has provided so little measurable impact. That effort may well determine whether or not North Carolina's schools change for the better and continue their drive to create a system of schooling that is second to none.

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POSTSCRIPT

A ROAD TEST FOR RECOMMENDATIONS

Strategic Investments in our Lowest-Performing Schools

The recommendations in this document call for increased investments in the schools and teachers of this state. For some recommendations, a smarter, redirected use of existing resources will be adequate. Others will merit increased funding.

One approach to a state commitment to providing teachers with the support, tools and time they need to improve our schools could have the state focus initially on those systems with the greatest need: continually low-performing school systems.

A Focus on Systems in Need

At the end of the school year, public schools in the state will await the results of the ABCs test scores in grades 3 through 8. Much rides on the results. Staff at schools which exceed their expected achievement in reading, writing, and mathematics by 10% or more will be eligible for bonuses of $500 to $1000 per employee. Schools which fall below their expected achievement will begin the process of evaluation and change and face the prospect of working with assistance teams from the State Board in the near term or being taken over by the State Board in the long term.

Sadly, anyone should be able to predict the results. A look at recent state Report Cards or a glance at the systems which constantly appear on the state's list of low-performing or warning status schools will make the likely candidates for failure readily apparent.

While the state is currently in the process of selecting and training assistance teams which will go into low-performing schools in consulting roles, past history begs the question: why not take proactive steps to intervene in those systems most likely to fall short of ABCs standards based on past results? Members of the study group believe the answer is clear: where possible, the state should provide preventative, not reactive care.

Drawing on the Lessons of this Study

A number of factors account for many of the state's systems' continually poor performance. Among other things, many low-wealth schools lack the resources needed to pay competitive salary supplements to good teachers, provide adequate school facilities and teaching resources, and support the professional support and growth needs of teachers.

It is no surprise, then, that attracting teachers is a critical problem in all low-performing systems. For beginning teachers – many of whom have done student teaching in more affluent suburban systems – the notion of relocating or returning to low-wealth systems which are often located far from educational, cultural and recreational resources is not an attractive one.

What becomes even more of a problem is keeping good teachers in the system. Ask school officials in counties like Vance, Granville, and Franklin, and they will tell you that many of their good teachers leave for the higher salary supplements and better-resourced schools of neighboring Wake County. Many teachers don't even relocate. They remain in the county, but drive past that system's schools every day to teach in a school in Wake. It is no wonder that emergency licensed teachers make up such a large percentage of new hires in many low-wealth systems.

TEACHER SALARY SUPPLEMENTS IN NC

State Average: $1,579

Top 5 Teacher Supplements	
Mecklenburg	$3,555
Chapel Hill	$3,388
Forsyth	$3,115
Wake	$3,088
Guilford	$3,083

Bottom 5 Teacher Supplements	
Mitchell	$100
Tyrrell	$100
Martin	$100
Jones	$100
Alexander	$22

Source: NC DPI, 1996 Statistical Profile

In North Carolina, it is common practice to supplement the state-provided salary for teachers with additional local dollars; 95 out of 118 systems pay a supplement. While the practice may be common, the similarities end there. Examination of supplements in the state reveal a great disparity among systems.

Pilot Efforts in Low-Performing Systems

The members of this study group believe that a road test or pilot project in a number of low-performing systems of the more costly proposals for enhancing the teaching profession would help attract good teachers to low-performing schools and offer insights into whether investments in schools and teachers will yield dramatic gains in student achievement. The effectiveness of the plan could be measured by improvement on two simple indicators: ABCs scores and teacher retention rates.

"The issue is not one of quantity, the quality of our teaching force is now more important than ever before."

Specifically, a pilot project could:

1. Offer financial incentives to attract teachers to low-performing counties in a pilot program. Incentives could include:
   - salary supplements on par with the highest in the state.
   - teachers given the option of an 11-month contract for additional training and planning.
   - $1000 for every teacher to be used at teacher's discretion for professional growth.
   - relocation reimbursements.
2. Reduce class size to 1:17 in all elementary and middle schools.
3. Offer career status for all experienced teachers who have demonstrated excellent performance and have already attained career status elsewhere.

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APPENDICES

APPENDIX A

An Induction Model for NC Schools and School Systems

The following is a blueprint for schools and school systems in North Carolina for a successful induction program for beginning teachers. The program components are designed to give new teachers the time and opportunity to continue to learn about the craft of teaching and to invest in their success as educators of young people. The program is derived from best practices in North Carolina, the nation and countries around the world.

GOALS

1. Guide and support new teachers to meet standards for what beginning teachers should know and be able to do.
2. Create an optimal environment conducive to learning and success.
3. Create a personal and professional network of teaching colleagues.
4. Serve as a gatekeeper for continuing licensure for the profession.
5. Maintain flexibility to meet individual professional growth needs.
6. Improve teacher effectiveness.
7. Retain good teachers in NC public school classrooms.

PROGRAM COMPONENTS

School and Community Orientation for All Newly Hired Teachers

A full week (five days) of orientation is provided prior to the first regularly scheduled teacher work day. Participation in orientation is required and compensated as part of new teachers' contracts. All new teaching hires in a system attend; mentors attend portions. Orientation topics and experiences include:

- community overview and tour
- school system overview
- instructional, curricular, and other school expectations
- current state initiatives
- "rights and responsibilities" as a teacher
- seminars on critical first year issues, including nuts and bolts "supplies" issues, and organizational tools, and teaching effectiveness issues like discipline, learning styles, et al.
- time for each teacher in his/her school(s) and classroom

Reasonable Assignments for Beginning Teachers

Beginning teachers are guaranteed the following assignments and conditions in their first year in schools:

- teaching assignment will be in their area of licensure
- an assigned classroom
- no more than one extracurricular responsibility per semester
- no more than two preparations (at least no more than the staff average) for middle and high school teachers
- no combination or multi-age assignments for elementary teachers unless they are teamed with an experienced teacher
- adequate classroom supplies and equipment
- number of exceptional students and general/remedial classes they have will not exceed staff average at most

Time for Planning and Professional Growth for First- and Second-Year Teachers

Beginning teachers not only need reasonable assignments, they must have time for planning, professional growth, and reflection on practice. Each component of the Model Induction Program is not added on top of the school day, but is embedded within each day.

I. Additional planning period for all first-year teachers. An additional planning period allows for observation of master teachers, class planning and grading, and collegial work.

II. One instructional day per month dedicated to professional growth for all first-year teachers. Eight to 10 days throughout the school year are used with flexibility by beginning teachers to meet their ongoing professional growth needs. These days allow time for observing teachers in other schools, extended work with mentors, and attending conferences, meetings, and other professional development opportunities.

III. Monthly small group support and professional growth meetings for first- and second-year teachers. Monthly meetings address personal and professional concerns and share successful strategies. Meetings allow teachers to drive their own professional growth and involve expert presentations and consultations on professional issues, including conversation with system administrators. Study topics vary according to identified needs, but usually include classroom management skills, time and stress management, parent involvement, special needs students and grant writing.

Meetings are led by skilled veteran faculty members who have release time to coordinate induction-related activities and to observe and support beginning teachers. They will plan, implement and evaluate induction activities and visit and observe beginning teachers and mentors in their classrooms.

IV. Mentoring. All first- and second-year teachers are paired with experienced mentors who have been screened and trained for their roles. Mentors have the following characteristics:

- teaches in the same licensure area or school building as the beginning teacher, or both
- paired with only one beginning teacher
- screened to establish mentoring ability
- well-prepared for mentoring work
- compensated at $500 - $1000 per year for mentoring work
- has a planning period in common with his/her beginning teacher
- has either a reduced course load or a pool of "paid days" to free up time for work with beginning teacher

Mentor Responsibility

Mentor responsibilities include making frequent contact with beginning teachers, including team teaching, observations, and professional growth activities. Mentors assist and guide, they do not evaluate. If beginning teachers meet the standards as assessed by the performance-based evaluation process after one year, mentoring is an option in the second year.

Mentor Selection Criteria

- ability to guide and support beginning teachers
- ability to ensure his/her own students attain instructional goals
- expertise in content area and pedagogy
- excellent communication skills and high personal standards
- flexibility and ability to work as a member of a team
- demonstrated commitment to own professional development

Mentor Education

Mentor education incorporates the study of effective teaching, developmental supervision, documenting and evaluating teaching techniques, and peer coaching.

Evaluation of Beginning Teacher Competency

To receive Continuing Licensure under the Model Induction Program, teachers have up to three years to meet standards set by the Interstate New Teacher Assessment and Support Consortium (INTASC). Evaluation is a performance-based process which includes the following:

1. Classroom observation and evaluation by a school-based team which includes trained observers (i.e., trained administrators and classroom teachers)

2. Completion of a Performance-Based Product which includes daily and unit lesson plans, videotape of teaching, examples of student work, and input from parents, administrators and colleagues among other articles. The Product is assessed by trained evaluators.

INTASC Standards for What Beginning Teachers Should Know, Be Able To Do and Be Like

1. The teacher understands the central concepts, tools of inquiry, and the structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. The teacher plans instruction based on the knowledge of subject matter, students, the community, and curriculum goals.

8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who seeks out opportunities to grow professionally.

10. The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

APPENDIX B

How Alignment Can Occur in NC to Support a Comprehensive Model of Induction

Local Schools: assign trained mentors to every beginning teacher and engages all beginning teachers in an orientation to the school and community as well as ongoing induction seminars and activities in conjunction with the school system.

School System: operates a mentor identification and training program and engages all new beginning teachers in an orientation to the system that aligns with the schools' orientation. Provides resources to support ongoing induction seminars and activities.

State Board of Education/DPI: advocates for state-level funding of mentor teachers and induction activities and reviews the "certification" standards for mentors.

Colleges, Schools, and Departments of Education: supports the mentoring role of clinical teachers in the University-School Professional Development Partnerships to include the induction of beginning teachers.

NC Teacher Academy: operates academic year support retreats for beginning teachers and mentors and a summer "train the trainer" mentor education program.

NC Center for the Advancement of Teaching: operates academic year support retreats for beginning teachers and mentors.

Master of School Administration Programs: have course content and specific internship experiences devoted to the induction of beginning teachers.

NC Standards Board for Public School Administration: has specific standards, indicators, and measures of a principal's knowledge, understanding and skill in the area of teacher induction.

Education Leadership Academy and Principal's Executive Program: provide principal and superintendent seminars on recent advances in the knowledge base of induction and career development of teachers.

NC Association of School Administrators: offers a strand on teacher induction at its annual conference, supplemented by feature stories of successful models of induction.

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APPENDIX C

BEST PRACTICES IN INDUCTION

This appendix includes a brief listing of promising programs that are supporting the needs of beginning teachers in North Carolina and through the New Teacher Project in California.

The Collaborative Effort to Support New Professionals

Contact: Gail Daughtry
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The Collaborative is a consortium of low-wealth northeastern counties, universities and public agencies. Built on teamwork and networking, the support program also develops individual initiative and leadership. By strengthening the reflective, adaptive, innovative, and cooperative skills of beginning teachers, the Collaborative strives for teacher professional growth leading to student success.

The teamwork that defines the Collaborative and its components, includes:

- Orientation programs (up to one week) with introduction to school buildings, policies and procedures, administrative personnel, mentors, coaches, peers, and the larger community. (Modified programs are offered to late-hires.)
- Mentors as consultants and advocates, educated in adult development theory and the needs of beginning teachers and exhibiting updated or refined teaching skills in postgraduate mentor courses.
- Support coaches, teams of skilled veteran faculty facilitating small groups of first- and second-year teachers, who meet monthly to address concerns and share successful strategies. Coaches arrange expert presentations and consultations, including conversation with system administrators. Study topics vary according to identified needs, but usually include classroom management skills, time and stress management, parent involvement, special needs students and grant writing.
- System representatives (personnel directors and staff developers) meeting bimonthly to plan and implement programming responsive to ongoing evaluation. Meetings foster cross-county report of local advances as well as communication with cooperating universities and agencies. Pooling financial and human resources creates added opportunities for each system.
- Regional conferences: A fall conference gives new teachers an occasion to work with skilled veteran practitioners and curriculum specialists from across the state. Returning to local systems, teachers share ideas gained at the conference and receive small-group feedback that helps them analyze and employ innovations. A spring conference provides access to the insights of first- and second-year teachers throughout the region and a chance to be inspired by their achievements. Themes like using technology within the curriculum extend guided practice and exploration.
- A Collaborative directory and bimonthly newsletter reinforces networking.

Personal initiative and leadership are developed within the Collaborative teams as:

- Teachers set group agendas, calendars, and sites.
- Sections of the 90-minute small group sessions are led by participant volunteers, usually second-year teachers. Success-sharing is a meeting component, and reflective writing each session encourages self-assessment and instructional modification.
- Throughout the year, beginning teachers prepare for the dissemination of their best practices at a spring conference, where they make formal and informal content area/grade level presentations and participate in interactive workshops led by peers selected for an additional professional step. Frequent chances to plan and process work together promote social and professional adjustments.

Gaston County Schools Teacher Induction Program for Success (TIPS)

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Gastonia, NC 28054-1397

Gaston County contractually mandates participation by first-year teachers in a two-tiered program consisting of a week-long seminar prior to regular employment for beginning teachers and experienced teachers new to the system and monthly Saturday sessions throughout the year, which are required for first-year teachers and voluntary for experienced teachers in their first year at Gaston County. A select group of master teachers, in consultation with curriculum specialists from Belmont Abbey College, developed the program, which has been refined by the Board of Education, administrative personnel, and veteran teachers. Dr. Harry Wong's "The First Days of School" is the program text. These teachers serve as part of a cadre of instructors working with new teachers. There are three major objectives of the program.

1. Teachers will be able to identify and support the culture of Gaston County Schools.
2. Teachers will be knowledgeable and will practice the three characteristics of an effective teacher (positive expectations for all students, good classroom management, and lesson plans designed for student mastery).
3. Teachers will identify and support the characteristics of a professional teacher.

The initial week-long seminar includes:

- instruction regarding orientation to the system (vision, goals, and objectives)
- specific school, characteristics (community, attendance area)
- characteristics of an effective teacher
- positive expectations for student
- classroom management
- lesson design

Saturday sessions add a variety of topics, ordered according to their timeliness. For example, training on how to conduct parent conferences is held just prior to the scheduled fall conferences. Additional features include:

- presentations by master teachers
- classroom visitation
- time for first-year teachers to vent frustration, share ideas and materials, and seek pertinent information
- opportunity for new employees to suggest topics for inclusion in the sessions

A TIPS committee of teachers, media specialists and the Director of Staff Development implements the program. A minimum of four people from the TIPS team is used each session. A facilitator is responsible for making meeting arrangements; a registrar records attendance; and a host/hostess secures refreshments. Although designed as a one-year program, TIPS Saturday sessions are open to second-year teachers upon their request.

Winston-Salem Forsyth Initial Licensure Induction Academy (ILIA)

Contact: Patricia Schreiber
Winston-Salem/Forsyth County Schools
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1605 Miller Street
Winston-Salem, NC 27103

All first-year teachers are required to participate in the Initial Licensure Induction Academy (ILIA) which provides support from successful, experienced educators. Through this vehicle, teachers receive coaching from an experienced teacher, a peer support group, workshop instruction based upon the district's core staff development, renewal credit, and a stipend.

The Academy begins in July with three days of professional development for all beginning teachers under contract at that time. The program continues throughout the school year. Meeting monthly, the teachers begin evening meetings with a small group session facilitated by a successful, experienced educator. The purpose of the small group sessions include introduction, setting a climate for open sharing of classroom concerns, and team building.

After the small group sessions, teachers attend concurrent workshops based upon the core staff development requirements for the system. Topics include Problem-Based Learning, Parent Conferencing Skills, Multiple Intelligences, Learning Styles, Cooperative Learning, Cooperative Discipline, Instruction Strategies that Work, Working with At-Risk Youth, Dealing with Difficult People, Alternative Assessment, Teaching Strategies for the Mainstreamed Child, African-American Infusion Project, Seminar Teaching, and Practical Tips for Classroom Use.

The year-long ILIA culminates with an assessment session and recognition banquet at the end of the year.

NC State University Model Clinical Teaching Program

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Through two networks of school partnerships, the Model Clinical Teaching Program at North Carolina State University supports teacher induction by working with districts to create research-based mentoring. A nine-credit hour sequence prepares prospective mentors for their new roles.

- First semester is a weekly three-hour study of effective teaching and developmental supervision.
- Second semester is a practicum of documenting and evaluating techniques learned during the first semester. After the second semester, a teacher is equipped for peer coaching.
- An internship may be undertaken by selected mentors who wish to team-teach courses, with university supervision, for a new group. These teachers become mentor-educators, enabling their local systems to replicate the cycle with site-based mentor preparation. Mentor educators stay connected through twice-yearly meetings with their network of staff-development directors and university faculty and through a semiannual newsletter. Joint district/university faculty appointments create strong liaisons that ease the transition from student to licensed teaching.

State of California New Teacher Project

State funds supplement support activities and defray the costs of administration and evaluation for 37 induction projects in California school districts, fifteen of which were started as early as 1989. Among the programs are the following.

Long Beach School District and CSU Long Beach

Three main components address the need of new teachers for practical and emotional support.

- Each new teacher is paired with a "professional associate" as an on-site resource.
- Staff development sessions provide strategy training in areas of need common to beginning teachers.
- Observation lessons enable the new teacher to see other teachers and classrooms with the guidance of the professional associate.

New Haven School District

The New Haven program features:

- six days of release time for first-year teachers and four days for second-year teachers
- funds for classroom materials for new teachers
- funds for new teacher "partners" to attend a class or workshop
- consultive services from local university

University of the Pacific/Lincoln Unified

The project is a pre-service/in-service bridge using a telecommunications network to maintain communication and provide support, including:

- two on-line mentors (a university professor and an experienced public school teacher) for each new teacher who provide theoretical and practical guidance and encouragement
- personal computer, modem, appropriate word processing and telecommunications software and training in the use of the telecommunications network for each new teacher

Vacaville Unified

To an already established induction program, Vacaville Unified has added:

- eight and one-half release days for beginning teachers to work with trained support teachers as members of grade-level/content area teams engaged in planning, construction and evaluation of instructional materials, analysis of classroom teaching, and assessment of student learning

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APPENDIX D

KEY CONCEPTS AND BEST PRACTICES IN PROFESSIONAL DEVELOPMENT

This appendix includes a brief survey of concepts fundamental to an overhaul of the current model of professional development employed in schools in North Carolina and a brief overview of four promising programs employing teacher professional growth activities which model the recommendations in this report.

Professional Development: 10 Key Components

1. aligned with student achievement standards and goals
2. tied to teacher standards and built upon a specific knowledge base of best practices such as INTASC and the National Board for Professional Teaching Standards
3. focused on inquiry and reflection on practice and what works for students
4. matched with participants' needs through in-depth communication and collaborative planning
5. interactive and experiential
6. ongoing and a part of teachers' daily work
7. aligned with the stages of learning to teach from novice to expert levels
8. respectful of teachers as professionals and providing conditions conducive to learning
9. mindful of the balance needed between the interests of individual teachers and the interests of institutions
10. Respectful of the intellectual needs of teachers and placing emphasis on the development of knowledge and dispositions and not just skills.

Key Questions for Schools about Professional Development

Does your school or school system provide professional development which:

- reduces the isolation of teachers
- encourages teachers to assume the role of learner
- provides a diverse menu of opportunities
- links with meaningful content and change efforts
- establishes an environment of trust and problem-solving
- provides an opportunity for all involved with the school to understand new visions of teaching and learning
- makes possible the restructuring of time, space, and scale within school to allow new forms of teaching and learning to emerge
- focuses on learner-centered outcomes

San Antonio Independent School District (Texas)
(excerpted from Strategies, May 1996, a publication of the Panasonic Foundation in collaboration with the American Association of School Administrators)

San Antonio's overhaul of their professional development program began with the organization of the schools into four zones – called "learning communities" – of 21 to 24 schools each. Assistant superintendents are assigned to each of the learning communities. The linchpins of the program are the instructional guides who underscore the importance of on-site coordination of curriculum and staff development. Immediately responsible to the principal, guides work with teachers, each other, outside experts, and district officials to develop a blueprint for instruction. They act as teaching mentors, working individually with teachers to help develop more effective instructional practices.

In addition to this internally-driven professional development model, school administrators are charged to make contacts in the business community to drum up support for change and to solicit opinions on community expectations of schools.

Flint Community Schools (Michigan)
(excerpted from Strategies, May 1996, a publication of the Panasonic Foundation in collaboration with the American Association of School Administrators)

The Flint Community Schools are organized into learning zones – each consisting of a high school, middle school, and feeder elementary schools. Planning and collaborative decisionmaking on professional development is facilitated by liaison principals who act as team leaders for each zone. The following are key elements of the professional development plan:

1. Lead Teachers. Each school has two lead teachers, one responsible for planning whatever professional development activities the staff determines it needs, the other responsible for networking with peers in other schools to brainstorm approaches and share experiences.

2. Zone Teams. Every zone has a team with each school's lead teachers, principal, and a parent, and a number of representatives from the central administration. These teams meet twice monthly to review student performance standards and to ensure that professional development is supporting school and district goals.

3. Leadership Council. Comprised of lead teachers, principals, parent representatives, central office representatives, school board members, and union officials from across the district, the council meets quarterly to discuss progress on professional development.

The National Humanities Center's Secondary School Professional Development Program

The National Humanities Center (NHC) in Research Triangle Park, North Carolina, conducts a program designed to offer secondary schools, collaborative, teacher-led, content-based professional development. The program is a two-year process of in-depth inquiry and dialogue on a topic chosen by the team of teachers involved. After working with the team of teachers to define a topic for their collective inquiry, the NHC recruits scholars from local colleges and universities to help identify materials for an in-depth study of the topic at hand. Following the identification of scholars, the Center brings the teachers and scholars together to develop a syllabus. Following a summer of study, the teachers and scholars have a series of seminar meetings (generally four) over the next academic year to explore the topic.

The NHC's model of professional development has been proven to provide teachers with intellectual stimulation and renewal, build academic community within a school, boost teacher morale, and provide new material and approaches for classroom use.

New York Community School District 2
(from Richard Elmore's paper for the National Commission on Teaching and America's Future, "Staff Development and Instructional Improvement, Community School District 2, New York City")

District 2 in New York is a diverse, multilingual district which serves 22,000 students, and has put professional development at the heart of its efforts to improve its schools – and it's paying off. Five key features highlight the district's extensive professional development effort.

1. The Professional Development Laboratory allows teachers to spend three weeks in the classes of expert teachers.
2. Instructional Consulting Services allow expert teachers to work with groups of teachers within schools.
3. School Visitations and Peer Networks gives teachers and principals the opportunity to understand best practices by budgeting 300 days district-wide for teachers and principals to visit, observe, and work together.
4. Off-site Training takes place in summer institutes focused on standards, curriculum and assessments.
5. Oversight and Evaluation of principals and their plans for instructional improvement in each content area.

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